



Welcome to St Michael's Pre-School



“Children flourish and make rapid progress in their learning. They play in a highly stimulating environment and receive excellent support from staff.

Children are consistently encouraged to explore, think critically and make their own decisions in their play.”

OFSTED Nov 2015

Contents

Our Ethos	Page 1
Welcome	Page 2
Introduction - Key Information	Page 3 - 9
Meet the Team	Page 10 - 12
Supportive Practise	Page 13 - 14
How Children Learn	Page 15
Something to think about	Page 16



"Play is the highest form of research" Albert Einstein

St Michael's Pre-School Ethos

At St Michael's Pre-school we provide a warm, caring, enabling environment where children are safe and stimulated to explore and make sense of their world and their learning, enabling them to build on their existing knowledge. We recognise that young children's learning is holistic and provide a flexible, stimulating, challenging, yet achievable, inclusive curriculum based on our children's individual interests, learning styles, abilities, age-stage, cultures and backgrounds. Each child is observed, enabling practitioners to gain a deeper understanding of children's perspectives of their environment. All children are valued and respected for their own abilities, interests, ideas, thoughts and opinions - every child is unique. We actively promote diversity, decision making, free choice and encourage children to take risks. We acknowledge the importance of The Child's Voice, promoting communication skills in all areas of our setting. Our children will develop into competent learners who recognise their own abilities and limitations.

We recognise that families are the first and most powerful influence on childhood learning and development. Practitioners, creating positive relationships with families provide children with the best learning and development opportunities. We acknowledge that care and learning are inseparable. We acknowledge, respect and welcome all families regardless of their socio-economic, cultural and linguistic backgrounds, acknowledging that these factors create their own unique experiences, which we want to share. We provide opportunities for all children to be part of the community, helping them to take part in society and develop their own cultural and spiritual beliefs. We recognise the web of family and community is the children's key anchor for early development.

We recognise the importance of providing our children with the opportunity to explore all areas of the environment and provide free-flow indoor/outdoor play, which develops healthy bodies and minds. We actively promote all aspects of healthy living and positive life-style choices.

The development of a child's brain holds the key to the child's future.

We understand that our success can only be measured by the happiness and development of the children we care for.

Our children are our future.

Hello and Welcome to St Michael's Pre-School

We look forward to sharing your child's journey through pre-school. Our welcome pack includes lots of information that we thought you would like to know to help you and your child settle in, and we're here to help if you have any questions or concerns.

Home Visit

We will contact you to arrange a home visit with your child's Key Person. The purpose of this is to meet the child in their secure environment and begin to create a trusting relationship with both yourself and your child. It is very informal and will last approximately 1 hour. During the visit the Key Person will gather information to ensure that we are able to meet your child's individual needs and interests.

Taster Sessions

Taster sessions are available prior to your child's start date. This enables you to visit the setting with your child, have a look around, familiarise yourself with the environment, staff and other children. We have found these invaluable in supporting your child's transition into early education.

Our Contact Details:

St Michael's Pre-School
Mace Road
Stanground
Peterborough
PE2 8RQ

Manager: Sue Willner
Deputy Supervisor: Jennifer Childs



Tel: 01733 686158 / 07958 408260

Email: office@stmichaelspreschool.org.uk

Website: <http://stmichaelspreschool.org.uk>

Facebook: <http://www.facebook.com/public/St-Michaels-Preschool-Stanground>

Ofsted Registration Number: 256826

Registered Charity Number: 1110379

If you would like to see a copy of our Ofsted report then please visit the Ofsted website:
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

Introduction

Pre-school Opening Times

Monday	8.30am - 11.30am 12.00pm - 3.00pm
Tuesday	8.30am - 11.30am
Wednesday	8.30am - 11.30am 12.00pm - 3.00pm
Thursday	8.30am - 11.30am 12.00pm - 3.00pm
Friday	8.30am - 11.30am 12.00pm - 3.00pm

All Day

8.30am - 3.00pm
Closed PM
8.30am - 3.00pm
8.30am - 3.00pm
8.30am - 3.00pm



(When you arrive, knock on the door to be allowed in securely.)

Fees

Fees are payable in advance to ensure that your child's place is secured. Please ask for a price list. Fees are still paid if a child / children are absent through illness or holiday. Extra sessions must be paid for prior to your child attending that session or on the day. Fees in arrears must be paid for as quickly as possible. Please see our fees policy, which is available every session in the Parents / Carers' Area and also on our website, for further details. We are here to help, so please feel free to speak to the manager, if you should have any concerns or issues.

Lunch

If your child is staying all day please provide a packed lunch in a named insulated lunchbox. At St Michael's Pre-School we promote and encourage healthy eating.

Some ideas for healthy lunchboxes:

A sandwich/wrap	Crackers and cheese/ham
Cold pasta or rice salad	A small packet of crisps
One small chocolate bar or cake	Yoghurt or fromage frais (with spoon)
One or two small pieces of fruit	Salad sticks e.g.: carrot, celery, cucumber

Please refrain from including sweets or fizzy drinks in your child's lunchbox. **Due to allergies please ensure all foods are NUT FREE.**

Health Eating

It is important for children to eat healthily. At St Michael's we believe in healthy eating so therefore we offer a range of fruits, breadsticks, toast, carrot and cucumber sticks at snack times which help towards the 5 portions of fresh fruit and vegetables a day each child needs. We also offer milk and water to drink. Snacks are available in the morning and afternoon (after lunch). Water is always available for the children to drink. Some of the foods provided for snack and cooking sessions may contain Allergens. If you would like more information on these, please speak to a member of staff.



Outdoor Play

We offer free flow indoor and outdoor play, regardless of the weather. So, please make sure that your child is dressed appropriately. At St Michael's Pre-school we recognise and embrace the fact that children thrive better in their preferred environment of play, Outdoor activities include running, climbing, balancing, obstacle course, balance bikes and lots more activities. This promotes physical development as well as wellbeing.



The First Few Days

We want your child to feel happy and safe while with us. To make this happen, your child's key person will work with you to ensure you and your child receive the best care and learning opportunities. Each child is unique, so we tailor requirements to meet their needs.

Illness

Please do not bring your child if they are unwell. If your child has had sickness or diarrhoea, please keep them away from pre-school for **48 hours** after it has finished. Staff are happy to discuss any health issues with you, if you are unsure as to whether your child is well enough to attend Pre-school. All absences must be reported, therefore, please ring us to report absence on 01733 686158.

Medicine

We can only give medicine that has been prescribed by the doctor and in its original packaging. We'll complete an Administering Medicine form together, to authorise us to do so. Children with Asthma or other conditions that require an inhaler **must** have an inhaler in Pre-school at all times.

Useful Tips

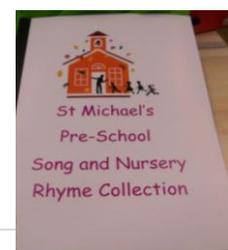
Old clothes are best for playing in. We do use aprons for messy play but it is surprising how messy children get!



Try to dress your child in clothes and shoes that they can manage to do themselves as this helps to promote self-care skills. Your child will need wellies on a daily basis, which should be taken home at the end of each session. Please bring a change of clothes in a named bag, along with nappies and wipes (if required). **Ensure your child's name is on all your property.**

Items available to Purchase

We also have St Michael's Pre-School bags for sale for £3 each and Polo T-shirts at £5 as well as our song book, it includes the children's favourite songs with actions. These are available from Pre-school for £2. Please ask any member of staff for an order form. All money raised from these sales go towards our fundraising efforts.





Daily Routines

Routine	Action
1st	Hang up coats near fire exit door and put wellies on welly rack
2nd	Check your child's tray for letters etc
3rd	Child to Self-register
4th	Children to gather in the small room to welcome everyone and talk about the day ahead
5th	Begin free-flow play
6th	Snacks available 9.15am-10.15am/1.00pm -2.00pm
7th	Tidy up together 11.15am/2.30pm
8th	Small group time/Lunch time
9th	Home time for morning session 11.45am/3.00pm
10th	Afternoon session begins - 12.00pm Routine as per morning.



Child Collection

Please collect your child promptly at the end of the session. If somebody else is collecting your child it is very important that you tell us. You will have to sign the collection book if they are not on the registration form. We will then agree a password for security and they should bring ID. If a child is uncollected we try to contact the parents first. If unsuccessful we try other contacts on the registration form. During this time the child is cared for by two members of staff until someone arrives. There are further details in the 'Uncollected Child' policy. If you are delayed in collecting your child for any reason, please contact us asap on 01733 686158.

Fire Drills

We practice fire drills on a regular basis. A whistle sounds the alarm, we line up and exit via the front or back door and walk to our meeting point, which is at the church. St Michael's Pre-school has an appointed Fire Marshal. A notice will be displayed when a fire drill has taken place. Our place of safety is in the church.



Polite Notice

Just a reminder that while you are in the building your child is still your responsibility. Please do not let your child run around, this is to prevent accidents.

Parents Taking Photographs

We do ask that parents / carers refrain from taking photographs in the setting of their child or other children. This is a requirement by law. We do take photographs as part of observations of your child / other children for their Learning Journals.

Mobile Phones

Parents / carers are asked to refrain from using their mobile phones in the setting to safeguard our children. This is a requirement by law. If you are helping at Pre-school you must leave your mobile phone in the kitchen in the designated area.

St Michael's Pre-school's Policies and Procedures

Our policies and procedures are a thorough representation of our practice and can be found in the parent area or on our website.

A Bit about the EYFS and Tapestry

We follow the EYFS (Early Years Foundation Stage). Your child's achievements are recorded in their Learning Journal. This will be an electronic Learning Journal which is produced using an education software package called "Tapestry".

If you would like to read more about these, please click this [link](#) and this [link](#), or visit our website.

The curriculum is made up of seven areas of learning; Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

We observe the children and add our observations to their Learning Journal. These are linked to the EYFS to monitor your child's progress. Parents are encouraged to upload observations, photos etc. to Tapestry to help build an holistic view of your child's learning. If you would like to know more please see a member of staff.

Tapestry online Learning Journals allow you to view your child's observations and photographs from their time at Pre School. However, we will also discuss your child's progress and share their Learning Journal with you at our parents' evenings, which are held twice yearly.



Parent Partnerships

We feel that parent partnerships are an integral part of your child's education and we shall endeavour to work with you to provide your child with the very best care and education.

You will be provided with a 'home diary' to use to help share significant/new experiences, interests, new likes/ dislikes, general daily activities which your child has enjoyed as well as any questions or concerns you may have. Our door is always open should you wish to speak to us in person.

Other communication methods include; emailing a general newsletter, ECAT newsletter, Committee meeting notes and general letters and notices, occasionally, we will put printed notices and letters in your child's tray. We have a website www.stmichaelspreschool.org.uk where you can find information on a variety of topics. We also have a private Facebook page for parents to view notices and photos on. There are several display boards within Pre-school.

Our Head Start Programme

At no extra cost to you, we provide a head start activity daily, these help prepare children for school. Our activities include learning on iPads and Innotabs (ICT), cooking sessions, music and movement class, yoga lessons and sports sessions. Cooking is done with staff and parent volunteers, ICT is provided by staff and all other activities are provided by external businesses. See our website for further details.



Book Swap and Resource/Book Lending Library



We offer a Book Swap service at pre-school which allows parents to swap books on a regular basis. Our Book Swap box can be found in the Parent Area and you can swap books as many times as you like. It is normally full of a nice variety of books and donations are always welcome. Although it is called "Swap" you are allowed to take a book, without adding another in return or indeed, take a book and keep it if you so wish.

Also, if you would like to take a story book home for you and your child to enjoy together, please feel free to do so. There is a box placed in the parent/carer area for you and your child to choose one. Please return the book to the box when you have finished and choose another one. Also, there is a Resource Lending Library, which you can use to book out and borrow resources such as games, jigsaws and puppets.

Wow Moments and Magic Moments

Our Magic Moments is a board for children to bring in photos of their "magic moments", which we can all share. Wow moments are your child's achievements, however small. From using a spoon to feed themselves, using some number names, making marks with their pencil, saying some new words, writing their name, riding a bike to dressing themselves or counting to ten, record these moments on one of our Wow Moment sheets, so it can be included in their Learning Journal or alternatively add a photo or comment on Tapestry.

Parent Volunteers

We welcome parents / carers into our setting at anytime. If you have a skill / occupation / culture you'd like to share with the children please let us know. We also invite parents / carers to get involved more regularly by volunteering as often as you can, once a week / month etc. Parent helpers will need to have a DBS Check to volunteer in pre-school. As a volunteer a check is free to do, but an admin fee is incurred for processing your DBS application, please speak to us for more information.

Meet the Team



Sue Willner - Level 5
Early Years Manager

Curriculum Foundation Stage Co-ordinator
Child Protection Officer
REAL Trained
Purple Group Key Person
Days in setting: Every day



Jennifer Childs - Level 3
Deputy Supervisor

SENCO, Training Co-ordinator, Behaviour Management Officer
Early Years Practitioner
Red Group Key Person
Days in setting: all week apart from Thursday PM and Friday



Katie Morman – Level 3
Early Years Practitioner

Green Group Key Person
Days in setting: all week apart from Tuesday and Wednesday



Leanne Budnik - Level 3
Early Years Practitioner

Orange Group Key Person
Days in setting: all week apart from Wednesday and
Thursday AM



Ian Molyneaux - Level 3
Early Years Practitioner

Health and Safety Officer
Maroon Group Key Person
Days in setting: all week apart from Monday



Sarah McCloskey - Level 3
Early Years Practitioner

Yellow Group Key Person
Days in setting: all week apart from Tuesday and
Thursday



Rujney Kaur - Level 3
Early Years Practitioner

Blue Group Key Person
Days in setting: Tues, Wed and Thurs all day.



Annisa Hemraj -Level 4
Early Years Practitioner

Light Blue Group
Days in Setting: Monday, Tues AM, Thurs PM and Friday
all day.

Supportive Practise

ECAT (Every Child's A Talker)

An initiative called ECAT was created to address concerns that some children have a delay in their speech before they start school due to today's lifestyles e.g. mobile phones, background noise (TV), dummies and electronic devices, as well as the pressures of busy family life.

We have developed areas of the room and garden to create child-friendly communication areas and places of interest to encourage the children to communicate with other children and adults.

All parents/carers are welcome within the setting to talk to practitioners and other parents; read our literature, look at photos or sit and watch their child play.

We provide an ECAT Newsletter each half term. If you would like more information please feel free to have a look at our website, click the [link](#) or speak to a member of staff.



REAL (Raising Early Achievements in Literacy)

During 2015/2016 the setting has been involved in the REAL project which is an initiative rolled out by NCB (National Children's Bureau) to raise children's early achievements in literacy.

Our aim is to inspire our parents and children to embrace the four stands of literacy - books, mark making, environmental print and language. If you would like more information please feel free to have a look at our website, click the [link](#) or speak to a member of staff.

Supporting Children with Special Educational Needs, Learning Difficulties and Disabilities

At St Michael's pre-school we provide an environment where all children, including those with Special Educational Needs (SEN) are supported to reach their full potential. We have an Equality of Opportunities policy and we ensure that our Inclusive Admissions policy ensures equality of access and opportunity for all children.

We ensure we do not discriminate against a child with a disability or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010. This includes disability. Activities and experiences can be differentiated to meet individual children's needs to enable all children to feel valued and included.



The role of a setting SENCO:

- To liaise with parents, to create a close working positive partnership;
- To liaise with other agencies, who are professionals involved with children with special educational needs who help to support the setting SENCO;
- To give advice and support and work closely with all staff that may have a special educational needs child in their group;
- Ensure SEN support documents and other records are kept securely and reviewed and updated as required, working closely with parents, agencies and staff;
- Monitor and review any action taken, through regular meetings with parents, professionals and staff;
- Plan future support for the child, includes transition into school / other setting along with parents, professionals and staff.

If you have any questions, or wish to discuss anything further, please feel free to speak to your child's Key Person or, our SENCO practitioner at pre-school.

How Children play and Learn

Through play, it is usual for children to demonstrate and repeat certain behaviours, which enable them to make sense of the world around them. These behavioural patterns are known as schemas and can be observed in children's Characteristics of Learning.

Identified schemas are;

- **Trajectory - interest in up and down and along and back.**

A child may play with running water in the bathroom, climb up and jump off furniture, line up the cars, bounce and kick balls, throw.

- **Rotation - interests in things that rotate.**

A child may be fascinated by the spinning washing machine, love anything with wheels, roll down a hill, enjoy spinning round or being spun round.

- **Enclosure and containing - interest in boundaries and putting objects in containers.**

A child may put their thumb in and out of their mouth, fill up and empty containers of all kinds, climb into large cartons, sit in the tunnel, build cages with blocks.

- **Enveloping - covering.**

A child may cover themselves, wrap a doll in a blanket, sit in the sand tray and cover their legs or toys with sand, stick masking tape to cover objects.

- **Transporting - moving things about in different ways.**

A child may carry all the bricks from one place to another in a bag, the sand from the tray to the home corner in a bucket; push a friend in a pram.

- **Transforming**

A child may add juice to their mash potato, or sand to the water tray, enjoy adding colour to corn flour or making dough.



Something to think about

Children Learn What They Live

By Dorothy Law Holte

If children live with Praise, they learn appreciation.

If children live with criticism, they learn to condemn.

If children live with honesty, they learn truthfulness.

If children live with fear, they learn to be apprehensive.

If children live with fairness, they learn justice.

If children live with tolerance, they learn patience.

If children live with encouragement, they learn confidence.

If children live with recognition, they learn it is good to have a goal.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with acceptance and approval, they learn to love and to like themselves.

If children live with friendliness, they learn the world is a nice place in which to live.

